

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session Meeting - September 26, 2016 - 4:05 PM  
District Administration Building

### **AGENDA**

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
  - A. Strategic Road Map Update *C. Anderson 45 minutes* 3
  - B. 287 Memorandum of Agreement *A. Cuene 15 minutes* 56
3. **TEACHING AND LEARNING**
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
6. **FINANCE AND BUSINESS**
7. **SCHOOL BOARD**
8. **ADJOURN**

The Work Session will begin immediately following the Special Meeting, which begins at 4:00 pm.

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **MISSION**

### **Our Core Purpose:**

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

## **VISION**

### **What We Intend to Create and Experience:**

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

### **Exceptional Student Learning, Experiences and Relationships:**

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

### **Community Trust, Confidence and Partnership:**

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

### **Operational Excellence:**

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.



**Wayzata Public Schools Strategic Road Map**  
**“Excellence. For Each and Every Student.”**

<b>Mission</b>	Our Core Purpose	<b>Core Values</b>	Drivers of our Words and Actions
<p>The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.</p>		<p><b>Achievement:</b> Challenging oneself and others for excellence in all we do</p> <p><b>Collaboration:</b> Working together to maximize opportunities and eliminate barriers to learning for all</p> <p><b>Community:</b> Maintaining a sense of belonging to and responsibility for the broader community</p> <p><b>Equity:</b> Meeting the specific needs of all students</p> <p><b>Integrity:</b> Doing the right thing in the right way at the right time, even when no one is aware</p> <p><b>Respect:</b> Valuing others for their diverse talents, backgrounds, cultures and viewpoints</p>	

<b>Vision</b>	What We Intend to Create and Experience	<b>Strategic Directions</b>	Focused Allocation of Resources
<p style="text-align: center;"><u>By Realizing our Vision, We Achieve Our Mission</u></p> <p>The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:</p> <p><b>Exceptional Student Learning, Experiences and Relationships:</b></p> <ul style="list-style-type: none"> <li>High achievement by each and every student – no exceptions, no excuses;</li> <li>Content-rich, rigorous and personalized education;</li> <li>Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.</li> </ul> <p><b>Community Trust, Confidence and Partnership:</b></p> <ul style="list-style-type: none"> <li>Comprehensive learning opportunities meeting diverse learner needs and community aspirations;</li> <li>Committed to being the first choice for students and families;</li> <li>Maintaining the highest levels of satisfaction and pride by staff, parents and community.</li> </ul> <p><b>Operational Excellence:</b></p> <ul style="list-style-type: none"> <li>Attraction, development and retention of exemplary, creative and engaged employees;</li> <li>Accountability by all staff for individual and collective performance;</li> <li>Effective and efficient use of time and human, financial and physical resources;</li> <li>Culture of continuous improvement and responsive innovation;</li> <li>High performing district governance, management and partnerships.</li> </ul>		<p>(2015-2018)</p> <p><u>Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision</u></p> <ol style="list-style-type: none"> <li><b>Achievement:</b> By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.</li> <li><b>Each and Every:</b> Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.</li> <li><b>Personalization:</b> All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.</li> <li><b>Health and Well-Being:</b> All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.</li> </ol>	

**Step 6 - A3 Strategic Project Charter** **3rd Grade Proficiency**

### A3 Strategic Project Charter: 3rd Grade Proficiency

**1 Strategic Need: What is the strategic imperative that needs to be improved and Why ? (Answer the WHY with data/metrics)**  
**Improve student achievement by 3rd grade.**

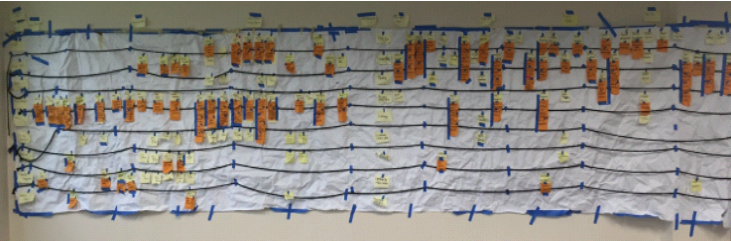
**2 Problem Statement: What is happening today? How do you know? What impact is it having?**  
**\* 165 out of 700 (23.6%) of students not achieving reading proficiency**  
**\* 84 out of 700 (12%) of students not achieving math proficiency**

**3 Key Metrics: How are we going to measure that the current situation is improving?**

Lagging Indicators	Current	Objective	Key Process Leading Indicator (Metric of Urgency)	Current	Objective
MCA Reading	76.4%	100%	# of Ineffective Plans/#Total Potential Plans		
MCA Math	88.0%	100%			

**4. Business Case: What are the preliminary financials?**  
This project will help WPS achieve its operating excellence vision by investing in the prenatal to 3rd grade initiative. It will reduce long term cost of intervention in areas such as:  
 \* WPS credit recovery and summer school  
 \* Alternative Learning Center WPS  
 \* Special ED.  
 \* 4th/5th grade and middle school Reading 180 intervention.  
 \* Title intervention  
 \* Other specialized service areas while preserving maximum revenue potential.  
 \* Raising referendums.  
 \* Retaining and attracting students

**5. Current Situation: Map the current state, including Moment of Truths, Pain Points**  
**Current Process with 135 Pain Points**



**3x5 Post-it** Customer and/or Employee Experience Key Moments of Truth

**3x5 Post-it** Level 0 (high level) process steps

**3x3 Post-it** Level 1 (next level) process steps

**3x3 Post-it** Pain Points

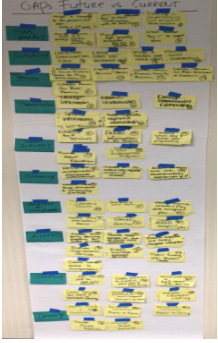
**Project Leader:** XXXXXXXX  
**Project Sponsor:** Chace Anderson  
**Approval Date & Signature:** Aug 4, 2016

**Team Members:** Chace Anderson, Sandi Arndt, Rachel Boettcher, Ann Carlson, Andi Cohen, Zach Dahl, Ashley Farrington, Ann Fehrenbach, Jessica Fricke, Jean Gentile, Robin Henslin, Peggy Hirschuber, Jeff Hortenbach, Kari Ingemann, Jill Johnson, Karen Keffeler, Renee Lach, Mary McKasy, Matthew Miller, Annalise Munnich, Kate Ronning, Lindsey Rymer, Clare Sanford, Leslie Sell, Katie Shepherd, Sue Strom, Tina Sheldon, Beth VanOrsoy, Brian Weitz, Rebecca Wilkins, Lynn Zemplin

**6. Pain Point Summary Analysis**  
 Limited understanding of race and culture  
 Limited time or access  
 Limited resources and experience  
 Unmet academic and basic needs  
 Lack of support for parents  
 Unsafe living conditions  
 Limited exposure to academic and enrichment opportunities  
 Lack of funding

**7. Future Situation: Future State Map and GAP Evaluation**  
**Value Add Proposition:** The 3rd grade proficiency process will produce a personalized timely response system through relationships, a community approach, and a continuum of services that overcomes barriers and ensures 100% proficiency in reading and math by the end of 3rd grade so each and every child has a solid foundation for future success.

**GAPs to go from Current to Future (53)**



**Counter Measures (Approaches to overcome the GAPs)**

Design a personalized plan for every student  
 Develop communication plan for all stakeholders  
 Strategic use of human resources  
 Remove scheduling as a barrier  
 Develop training around diversity and trends

Access for all families  
 Create alternative activities to address student needs  
 Aligning community resources  
 Create process to identify families  
 Refine screening process to be more culturally diverse/relevant

**8. Milestone Plan: What will it take to put the future process into play? List major tasks.**

Timeline (weeks/months)	Phase 1	Phase 2	Phase 3	Phase 4	Owner
1 Develop the systems to monitor process	GAP # 1,3,5		GAP 4	All other GAPs	
2 Explore & examine scheduling possibilities				All other GAPs	
3 Provide ongoing, relevant training	GAP # 11	GAP # 13		All other GAPs	
4 Clearly communicate with all stakeholders	GAP # 20	GAP # 18		All other GAPs	
5 Develop creative ways to support student success		GAP # 21, 22		All other GAPs	
6 Involve broader community		GAP # 49		All other GAPs	
7 Create new positions to implement process		GAP # 45		All other GAPs	
8 Increase student access to all programs and services	GAP # 40	GAP # 39	GAP 36, 38, 41	All other GAPs	
9 Streamline processes	GAP # 30, 34	GAP # 32	GAP 33	All other GAPs	
10 Improve screening tools		GAP # 26,27,28,29		All other GAPs	
11					
12					
13 Pilot TBD					
14					

**9. Meaningful Impact: How will we know the project was successful?**

Measures MoU= Metric of Urgency	Status G/Y/R	Current Period				YTD			
		Actual	Goal	VGoal	Last Year	Actual	Goal	VGoal	Last Year
MCA Reading		76%	100%						
# of Ineffective Plans/#Total Potential Plans			TBD						
MCA Math		88%	100%						
# of Ineffective Plans/#Total Potential Plans			TBD						



# **S**ystematic **P**roblem **S**olving™

*Based on the principles of Lean Six Sigma*

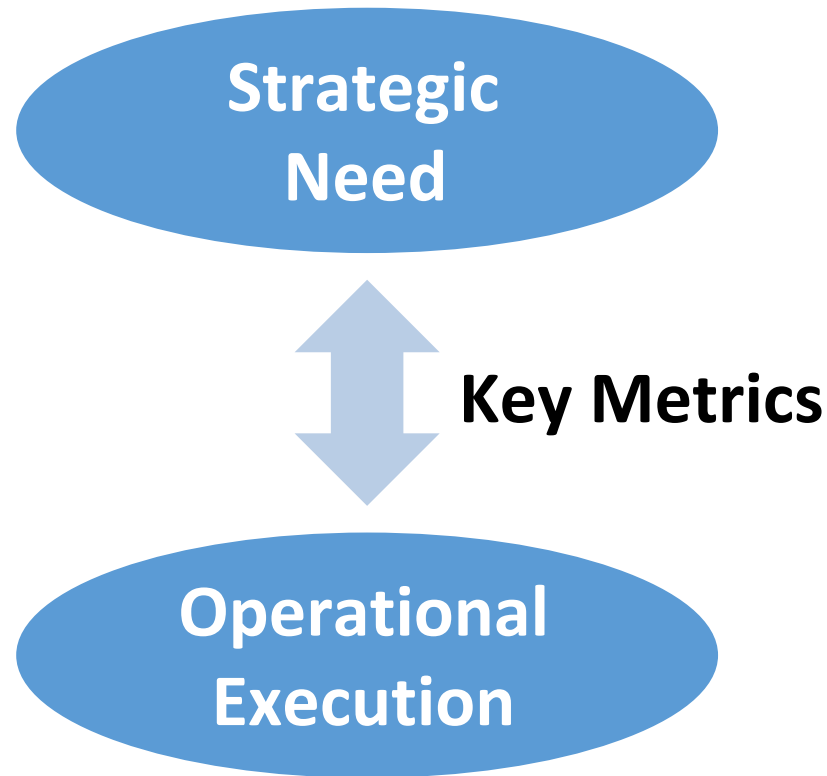
5



## **Leadership Circle Report Out on WPS Strategic Direction 3<sup>rd</sup> Grade Achievement**

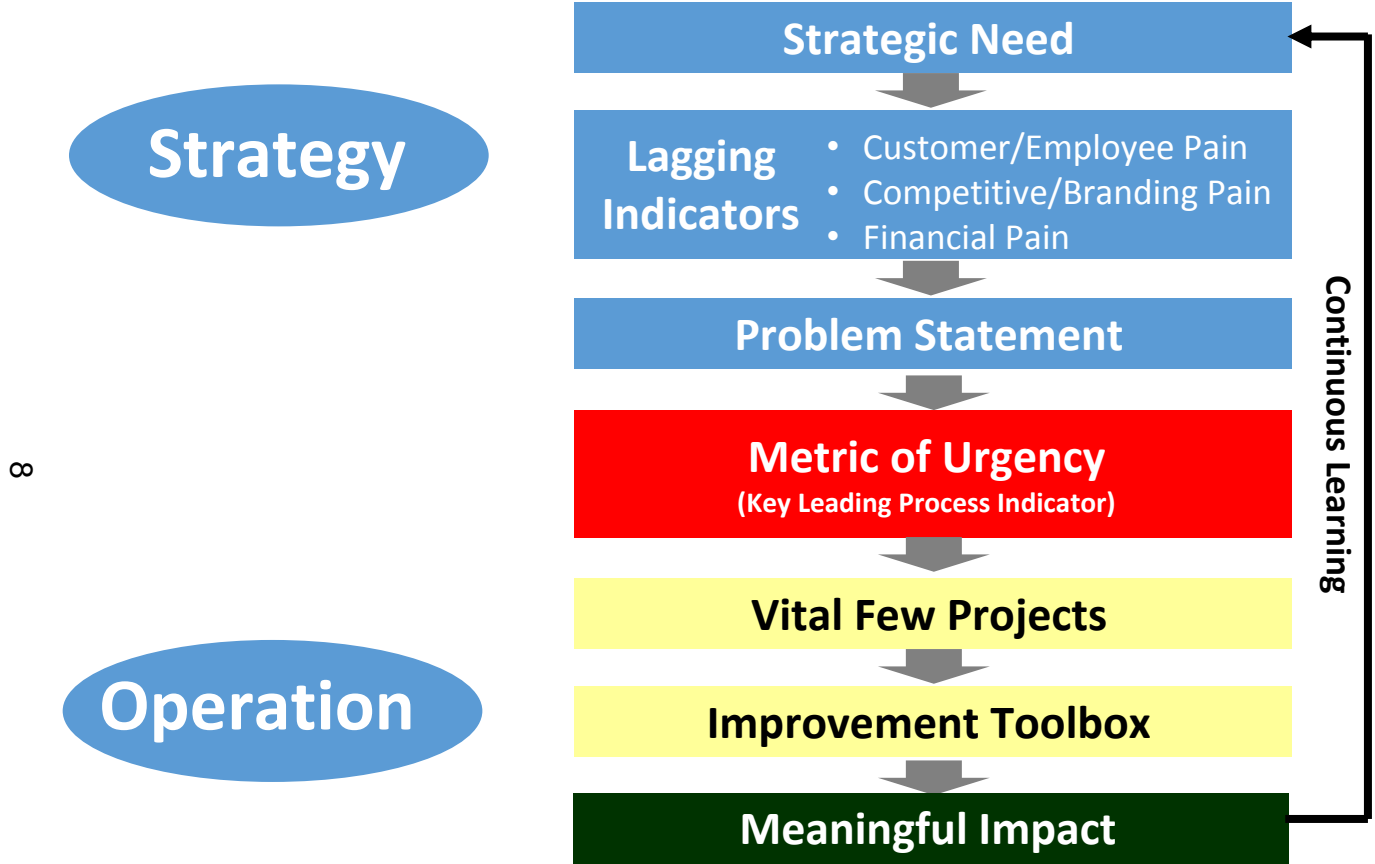
**August 4, 2016**

- We provide strategic performance excellence solutions through an approach called Systematic Problem Solving (SPS).
- SPS is based on the principles of Lean Six Sigma, and can be integrated into any continuous improvement framework.
- We work with organizations of all sizes and from all sectors.
  - Healthcare, Government, Service, Manufacturing
  - Small - \$2M - \$40M to Large – Exceeding \$1B
- We help them to:
  - Define strategic needs
  - Improve processes
  - Achieve meaningful impact



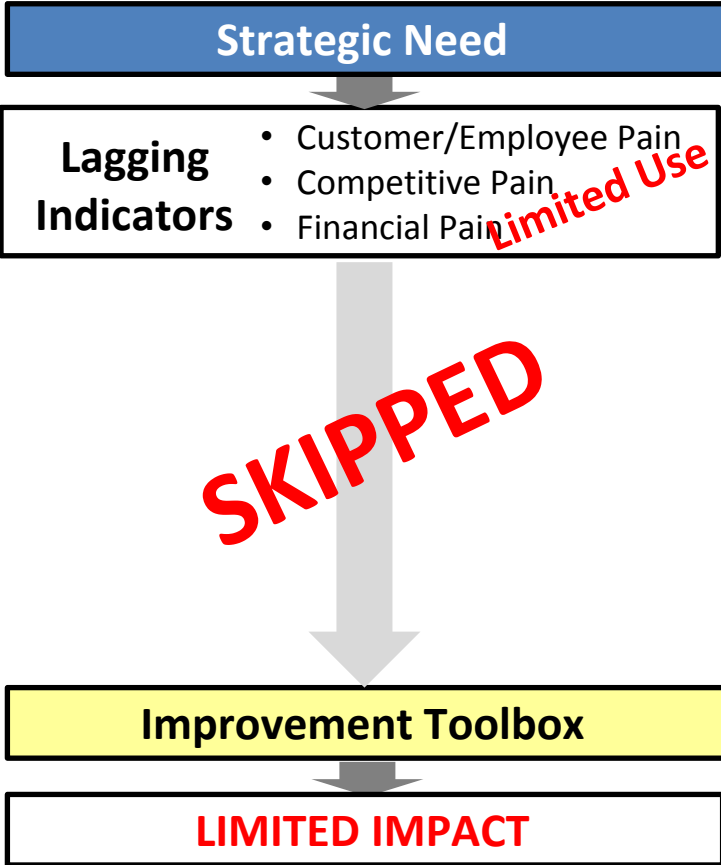
7

Systematic Problem Solving (SPS) is a powerful **systems** approach to **link strategic needs** to **operational execution** through the use of **key metrics**, with the purpose of **delivering meaningful impact**. SPS can be integrated into any continuous improvement framework.

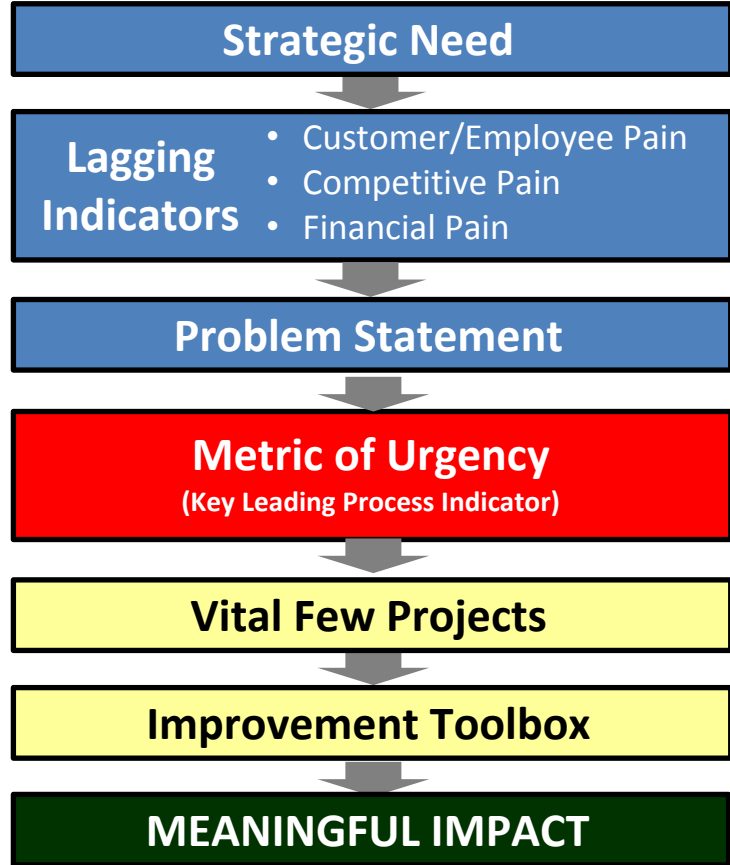


## Lean Six Sigma Principles

## Traditional Approach



## SPS Approach





Wayzata Public Schools Strategic Road Map  
 "Excellence. For Each and Every Student."

<p><b>Mission</b></p> <p>Our Core Purpose</p> <p>The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.</p>	<p><b>Core Values</b></p> <p>Achievement: Challenging oneself and others for excellence in all we do</p> <p>Collaboration: Working together to maximize opportunities and eliminate barriers to learning for all</p> <p>Community: Maintaining a sense of belonging to and responsibility for the broader community</p> <p>Equity: Meeting the specific needs of all students</p> <p>Integrity: Doing the right thing in the right way at the right time, even when no one is aware</p> <p>Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints</p>	<p>Drivers of our Words and Actions</p>
<p><b>Vision</b></p> <p>What We Intend to Create and Experience</p> <p><u>By Realizing our Vision, We Achieve Our Mission</u></p> <p>The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:</p> <p><b>Exceptional Student Learning, Experiences and Relationships:</b></p> <ul style="list-style-type: none"> <li>High achievement by each and every student – no exceptions, no excuses;</li> <li>Content-rich, rigorous and personalized education;</li> <li>Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.</li> </ul> <p><b>Community Trust, Confidence and Partnership:</b></p> <ul style="list-style-type: none"> <li>Comprehensive learning opportunities meeting diverse learner needs and community aspirations;</li> <li>Committed to being the first choice for students and families;</li> <li>Maintaining the highest levels of satisfaction and pride by staff, parents and community.</li> </ul> <p><b>Operational Excellence:</b></p> <ul style="list-style-type: none"> <li>Attraction, development and retention of exemplary, creative and engaged employees;</li> <li>Accountability by all staff for individual and collective performance;</li> <li>Effective and efficient use of time and human, financial and physical resources;</li> <li>Culture of continuous improvement and responsive innovation;</li> <li>High performing district governance, management and partnerships.</li> </ul>	<p><b>Strategic Directions</b></p> <p>(2015-2018)</p> <p>Focused Allocation of Resources</p> <p><u>Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision</u></p> <ol style="list-style-type: none"> <li><b>Achievement:</b> By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.</li> <li><b>Each and Every:</b> Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.</li> <li><b>Personalization:</b> All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.</li> <li><b>Health and Well-Being:</b> All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.</li> </ol>	

Approved by WPS School Board: June 8, 2015

10

# The Metric of Urgency Scorecard for Wayzata Public Schools 2015-



**18** solves any strategic need by building a roadmap to Meaningful Impact through lagging & leading indicators and focus on the vital few projects

## Instructions

Select 5x5 Metrics – 5 Lagging indicators and 5 Metric of Urgency ONE for each strategic pillar

	Achievement	Each & Every	Personalization	Health & Well-Being
<b>Strategic Need</b>	Improve student achievement by Grade 3	Improve by knowing yourself, your talents, own your learning	Achieve proficiency and eliminate predictability among demographics	Health students, physically, social-emotional, mentally
<b>Lagging Indicator</b>	MCA Reading & Math – Reading 23.6% not proficient, 12% math not proficient MAP growth District Assessments	Student Engagement Survey	MCA, MAP, ACT, MTAS, enrollment in preschool experience, referral AP to Sped, EL, V21, extra-curricular activities,	Attendance, grades participation, mental health screening, discipline, adult resource & connect, engagement survey
<b>Problem Statement</b>	There are 165 reading students and 84 math students not achieving proficiency	43% of students participate in survey, most don't, students responds = 12% not engaged	Based on free/reduced lunch ~1000 students not proficient in math and reading	TBD since there is not an obvious tool of measurement
<b>Metric of Urgency (Key Leading Process Indicator)</b>	Kindergarten Readiness	TBD	Benchmark common assessments k-12, formative assessments Unit standard data	Identify a tool or compliment of tools to give data needed to identify and focus problem
<b>Vital Few Projects</b>	TBD	TBD	TBD	TBD
<b>Improvement Toolbox</b>	TBD	TBD	TBD	TBD
<b>Meaningful Impact</b>	100% Proficient kids	100% of students are highly engaged	100% proficiency in math and reading - all demographics	TBD



Wayzata Public Schools Strategic Road Map  
 "Excellence. For Each and Every Student."

Mission	Our Core Purpose	Core Values	Drivers of our Words and Actions
<p>The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.</p>		<p><b>Achievement:</b> Challenging oneself and others for excellence in all we do</p> <p><b>Collaboration:</b> Working together to maximize opportunities and eliminate barriers to learning for all</p> <p><b>Community:</b> Maintaining a sense of belonging to and responsibility for the broader community</p> <p><b>Equity:</b> Meeting the specific needs of all students</p> <p><b>Integrity:</b> Doing the right thing in the right way at the right time, even when no one is aware</p> <p><b>Respect:</b> Valuing others for their diverse talents, backgrounds, cultures and viewpoints</p>	
Vision	What We Intend to Create and Experience	Strategic Directions	Focused Allocation of Resources
<p><u>By Realizing our Vision, We Achieve Our Mission</u></p> <p>The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:</p> <p><b>Exceptional Student Learning, Experiences and Relationships:</b></p> <ul style="list-style-type: none"> <li>High achievement by each and every student – no exceptions, no excuses;</li> <li>Content-rich, rigorous and personalized education;</li> <li>Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.</li> </ul> <p><b>Community Trust, Confidence and Partnership:</b></p> <ul style="list-style-type: none"> <li>Comprehensive learning opportunities meeting diverse learner needs and community aspirations;</li> <li>Committed to being the first choice for students and families;</li> <li>Maintaining the highest levels of satisfaction and pride by staff, parents and community.</li> </ul> <p><b>Operational Excellence:</b></p> <ul style="list-style-type: none"> <li>Attraction, development and retention of exemplary, creative and engaged employees;</li> <li>Accountability by all staff for individual and collective performance;</li> <li>Effective and efficient use of time and human, financial and physical resources;</li> <li>Culture of continuous improvement and responsive innovation;</li> <li>High performing district governance, management and partnerships.</li> </ul>		<p><u>Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision</u></p> <ol style="list-style-type: none"> <li><b>Achievement:</b> By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.</li> <li><b>Each and Every:</b> Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.</li> <li><b>Personalization:</b> All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.</li> <li><b>Health and Well-Being:</b> All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.</li> </ol>	

Approved by WPS School Board: June 8, 2015

12

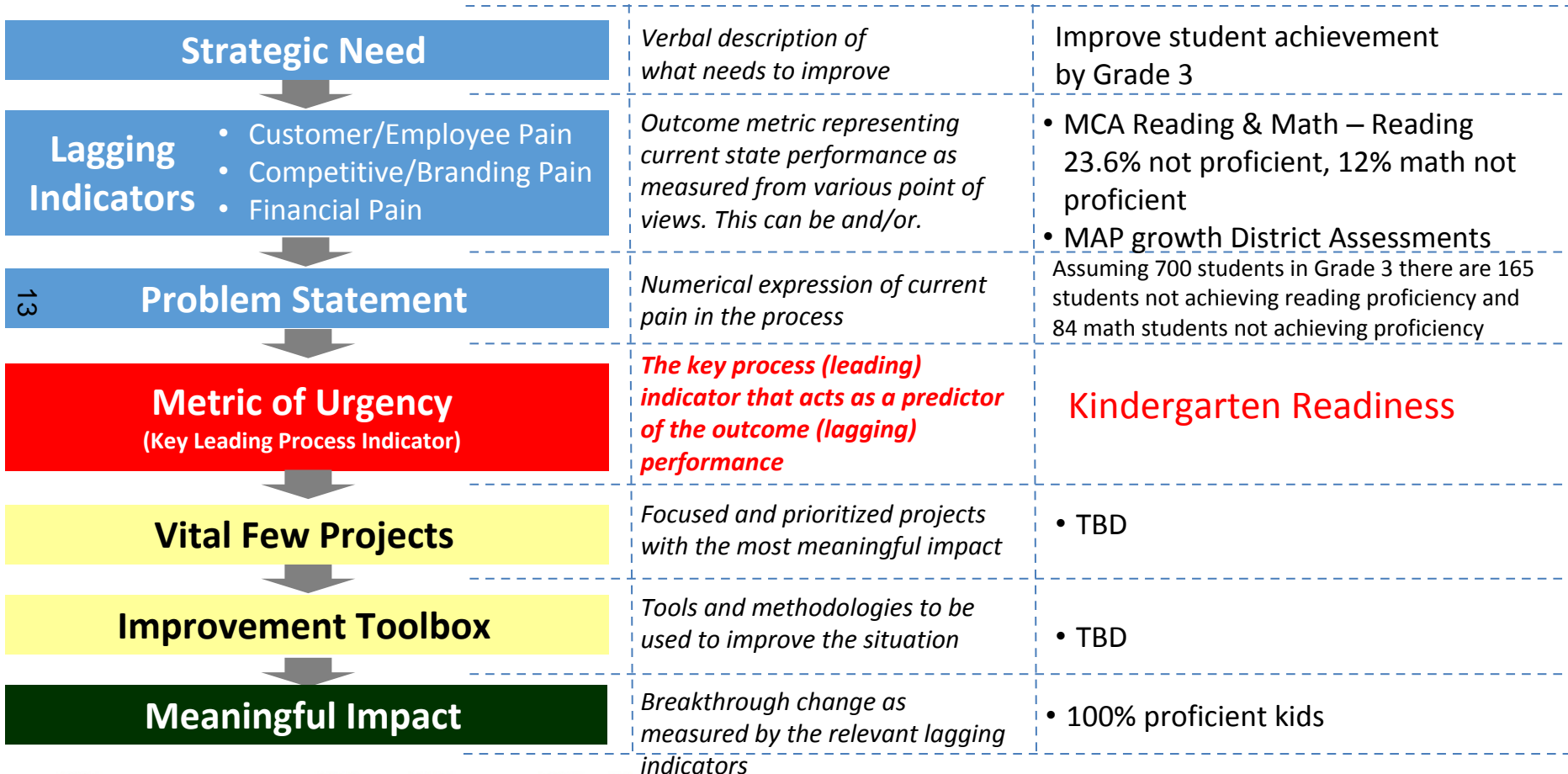
# The Seven SPS Components

SPS solves any strategic need by building a roadmap to Meaningful Impact through lagging & leading indicators and focus on the vital few projects

## Instructions

Read the synopsis of the organization situational context and build the roadmap to Meaningful Impact by filling in the SPS components in the blank boxes of the SPS diagram on this page.

## Wayzata Strategic Direction #1: Achievement



**Kai = Change**

**Zen = Good**

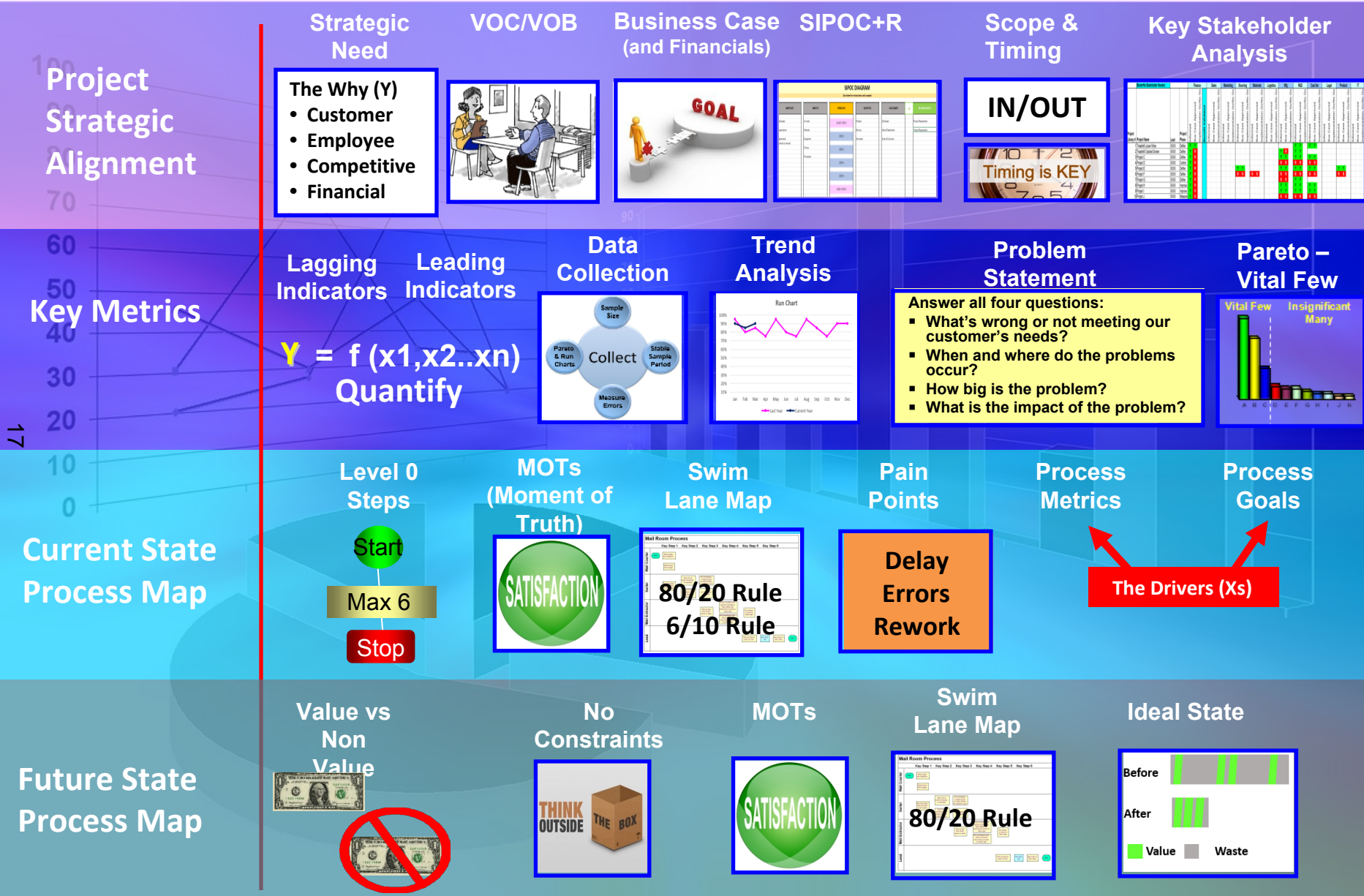
**Kaizen = Change for the good**

14

A **two day to five day** focused strategic **rapid planning** event, during which a sequestered, **cross-functional** team **transforms** an organizational process using metrics based process mapping generating **rapid meaningful impact** and **learning behavior**.

- **Process Mapping**
- **Quick and crude is better than slow and elegant**
- **Stay strategic and at a high level ...80/20 and 6/10 rule**
- **Develops key metrics both lagging and leading**
- **Pain points = voice heard**
- **It is the process not the people**

# SPS 9-Step Problem Solving Model



# SPS 9-Step Problem Solving Model

1  
20  
30  
40  
50  
60  
70  
80  
90  
100

GAP Evaluation

A3 Project Charter

Implementation Plans

Pilot Vital Few Solutions

Organization Wide Roll Out

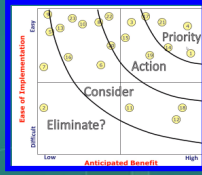
## Brainstorm GAPS



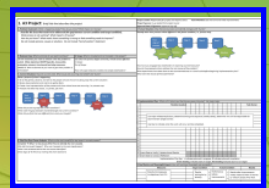
## Affinitize Groups

- Group 1
- Group 2
- Etc.

## Benefit-Effort Matrix



## Timing

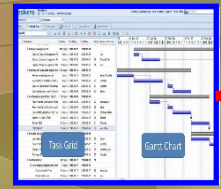


1. Strategic Need
2. Problem Statement
3. Key Metrics
4. Objective
5. Business Case

6. Current State
7. Analysis (Vital Few)
8. Future State
9. Milestones
10. Meaningful Impact

8 - Deliverables:	1	2	3	4	5	6	7	8	9	10	11	12	13	Goal	Who
<b>Detailed Kaizens Who/When &amp; Goal</b>															

## Project Plan



1. Tasks
2. Owners
3. Deadlines
4. Status

## Status Update



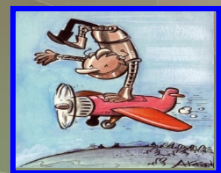
## Meeting Agenda



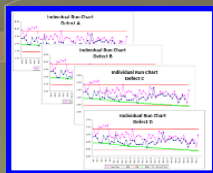
## Key Stakeholder Analysis



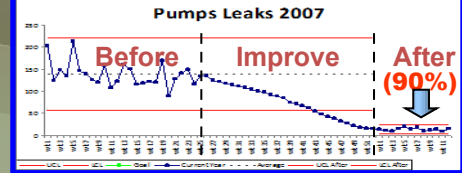
## Goal & Pilot Area



## Dashboard



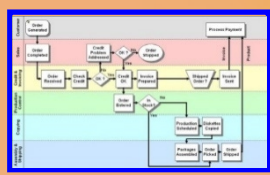
## Goal Achieved?



## Prove Sustainability



## Document



## Train

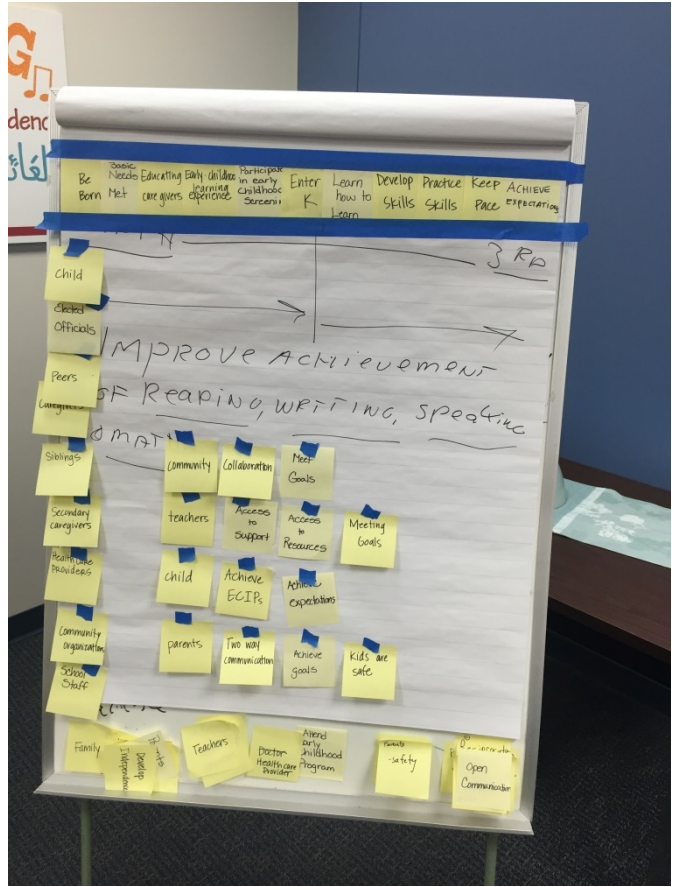


## Transfer Ownership



## Celebrate





**Two focus groups of Subject Matter Experts met in May and developed High Level Process Steps, Functions and Customer Requirements**

**Table 3: Key Information for Strategic Kaizen Event**

<p><b>High Level Process Design</b> Every process consists of a start and stop plus a few high level steps.</p> <p>Enter Kindergarten was the milestone used to define the transition between the groups.</p> <p>Steps 1-8 represent the high level steps the teams determined were associated with the Achievement by Grade 3 process. One team developed steps 1-4 and the other team developed 5-8.</p>	<p><b>High Level Process Steps (level 0 steps)</b> Start Process: Be Born Step 1: Basic Needs Met Step 2: Educate Care Givers Step 3: Early Childhood Learning Experience Step 4: Participate in early Childhood Screening Process Milestone: Enter Kindergarten Step 5: Learn how to Learn Step 6: Develop Skills Step 7: Practice Skills Step 8: Keep Pace Stop Process: Achieved Expectations</p>
<p><b>Key Process Functions Development</b> Process Functions represent those key groups which participate to significantly in the process.</p> <p>One function must always be the customer (child).</p> <p>The two groups agreed on the key functions listed.</p>	<p><b>Process Functions</b> Child School Staff Peers Primary Caregivers Siblings Secondary Caregivers Healthcare Providers Community Organizations Elected Officials</p>
<p><b>Key Customer Requirements of the Process</b> Customer Requirements determine what the process must achieve to be considered successful.</p> <p>Key Customer Requirements are referred to as Moments of Truth during the Kaizen event.</p>	<p><b>Key Customer Requirements</b> Collaboration Access to Support Achieve ECIPs Two-way Communication Achieve Goals Access to Resources Kids are Safe</p>

20

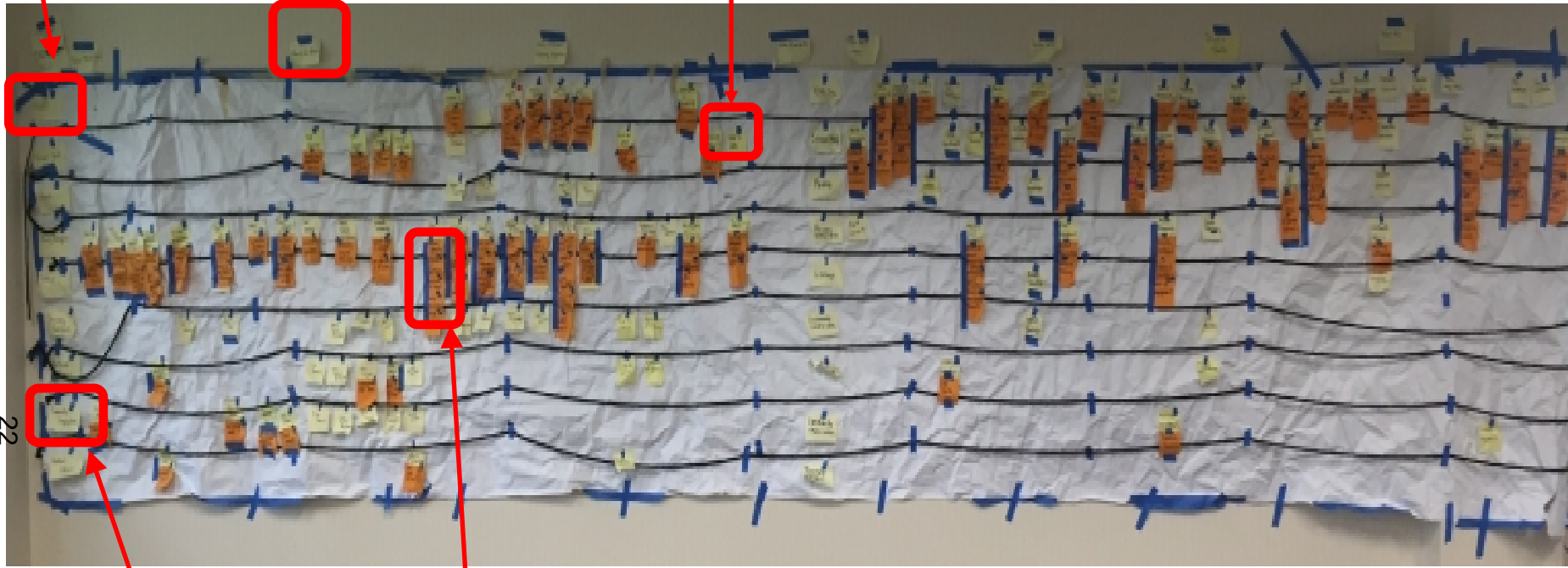
**The Mini-kaizen developed key information and energized the team to expand the discussion by evaluating the Current State process**



# Current State Pain Points

Customer Level 0 Step

Level 1 Step



Organizational functions

Pain Points

**Pain Points were added to the Current State to identify what is not working in the current process.**

# Current State Pain Points

Customer

Level 0 Step

Level 1 Step

Wayzata Public Schools Strategic Portfolio  
Strategic Direction: Achievement

Six Step "Pain Point" Process Map  
Strategic Process: 3rd Grade Proficiency Process  
Strategic Project: Being Born and Positioning for a Good Start

Draft 1

Wayzata Pu  
Strategic Di

Stakeholder Party	Step #1	Step #2	Step #3	Step #4	Step #5	Step #6	Bonus Step Step #7	Responsible Party
Child	Prenatal care	Be born	Have basic needs met					Child
School Staff								School Staff
Peers								Peers
Primary Caregivers	Eat food, provide food, limited funds, limited food	Get sleep, poor parental knowledge of importance of sleep, lack of sleep	Social interaction, excessive screen time, narrow choice of positive peers	Access to medical care; affordable health care, limited transportation, diagnose special needs, mental health concerns	Secure attachment, inconsistent caregiver, unresponsive caregiver	Be safe, exposure to abusive environment, living in an unsafe environment	Have clothes and shelter, inadequate resources, unclean clothes, lack of clothes	Primary Caregivers
Siblings						Be safe		Siblings
Secondary Caregivers						Secure attachment, inconsistent caregiver, unresponsive caregiver	Be safe, exposure to abusive environment, living in an unsafe environment	Secondary Caregivers
Healthcare Providers				Access to medical care; inadequate appointment time				Healthcare Providers
Community Organizations	Eat food, limited funds					Be safe, exposure to abusive environment, living in an unsafe environment	Have clothes and shelter, inadequate resources, unclean clothes, lack of clothes	Community Organizations
Elected Officials				Access to medical care; affordable health care, limited transportation,				Elected Officials

Pain Points

23

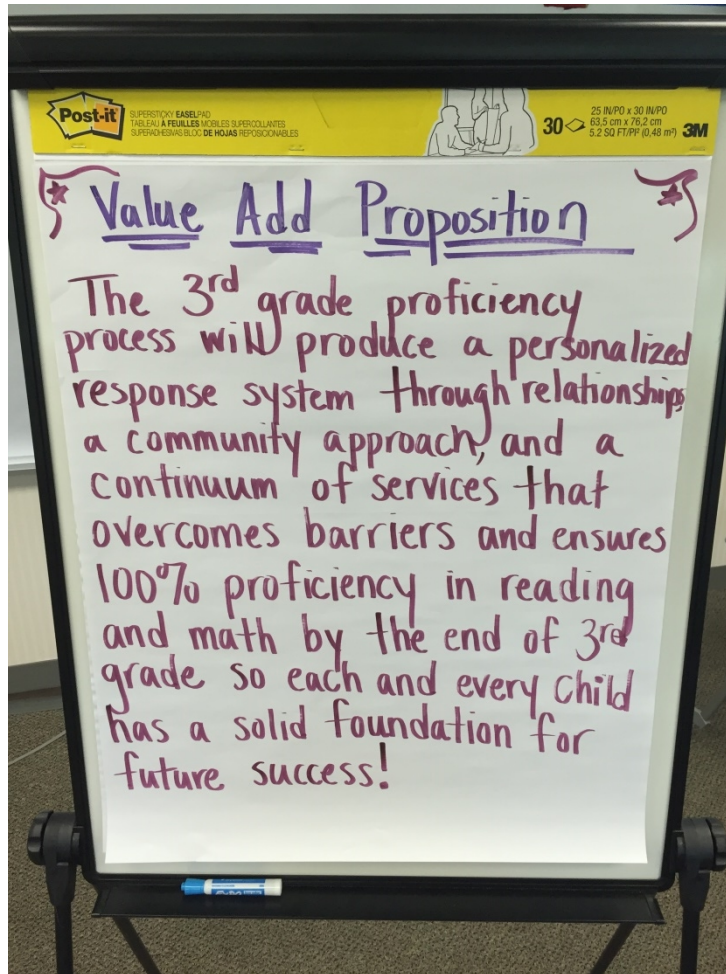
Organizational functions

The process map was captured and stored for future use in a spreadsheet.



24

**A 2-day kaizen with Subject Matter Experts was held in July to envision a Future State.**

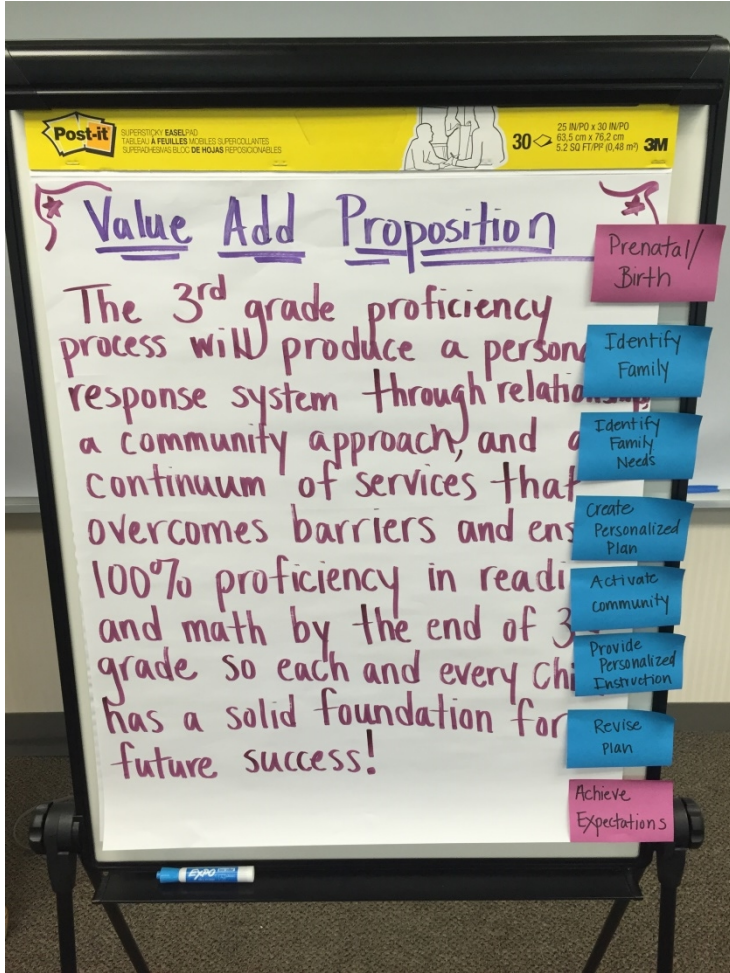


The Future State of a process must be built around the Value the process produces and eliminate the waste (Pain Points).

25

**3<sup>rd</sup> Grade Proficiency is 1 of 100 's of WSD processes. Future State began by identifying what the process produces and how it gets produced.**

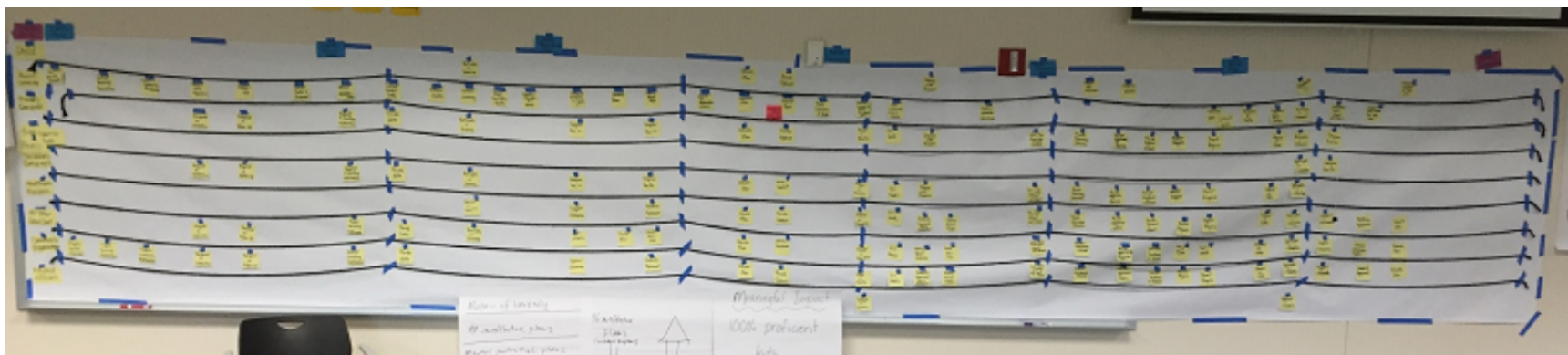
26



- Start: Prenatal/Birth
- Identify Family
- Identify Family Needs
- Create Personalized Plan
- Activate Community
- Provide Personalized Instruction
- Revise Plan
- Stop: Achieve Expectations

The kaizen team identified the high level steps necessary to achieve the desired Value Proposition in a Future State Process

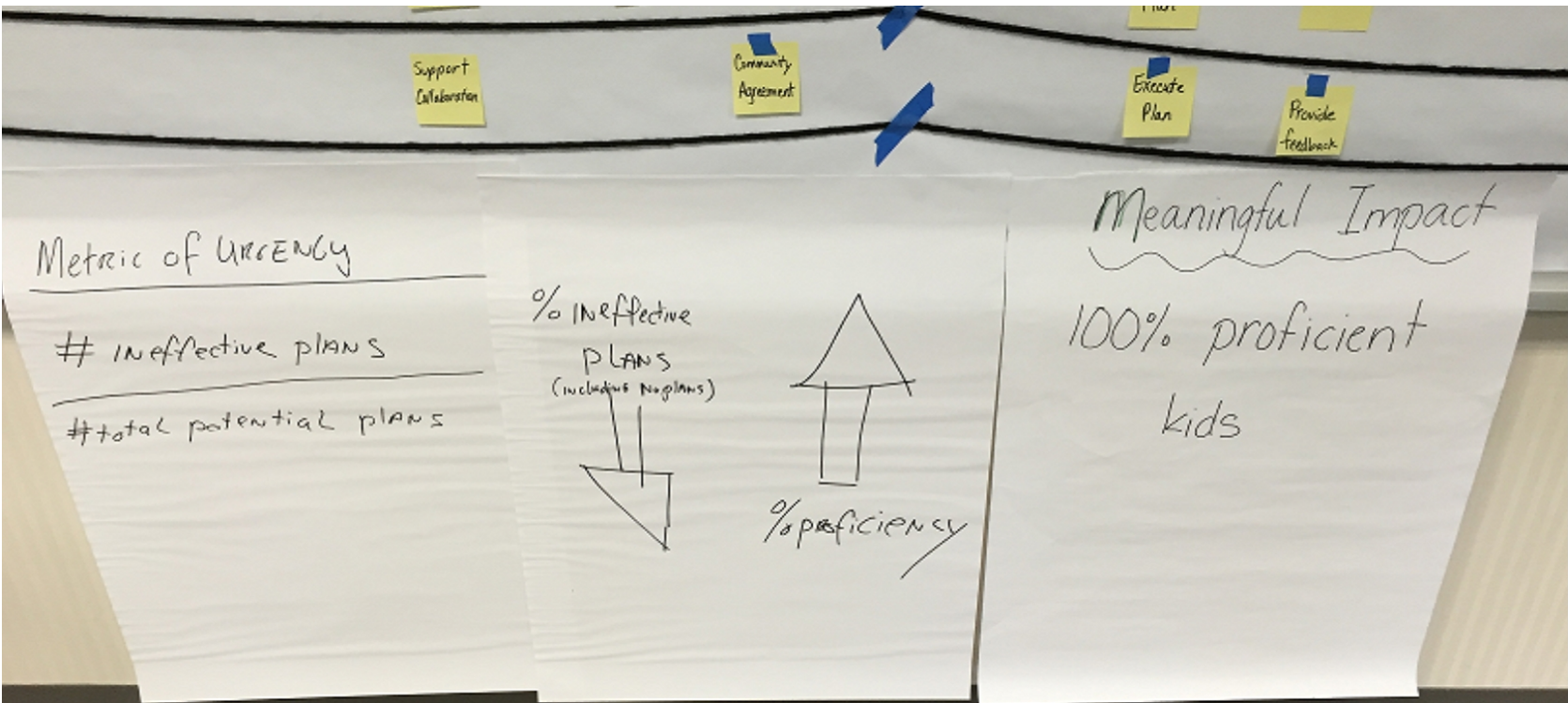
## 3<sup>rd</sup> Grade Achievement Process



27

**The kaizen team built a new Future State Process by identifying the Level 1 steps for the new 3<sup>rd</sup> Grade Achievement Process**

28



**The kaizen team identified Student Plan Engagement at any age as the key process metric. The MoU is # Ineffective Plans/# Total Possible Plans**

# The New Metric of Urgency

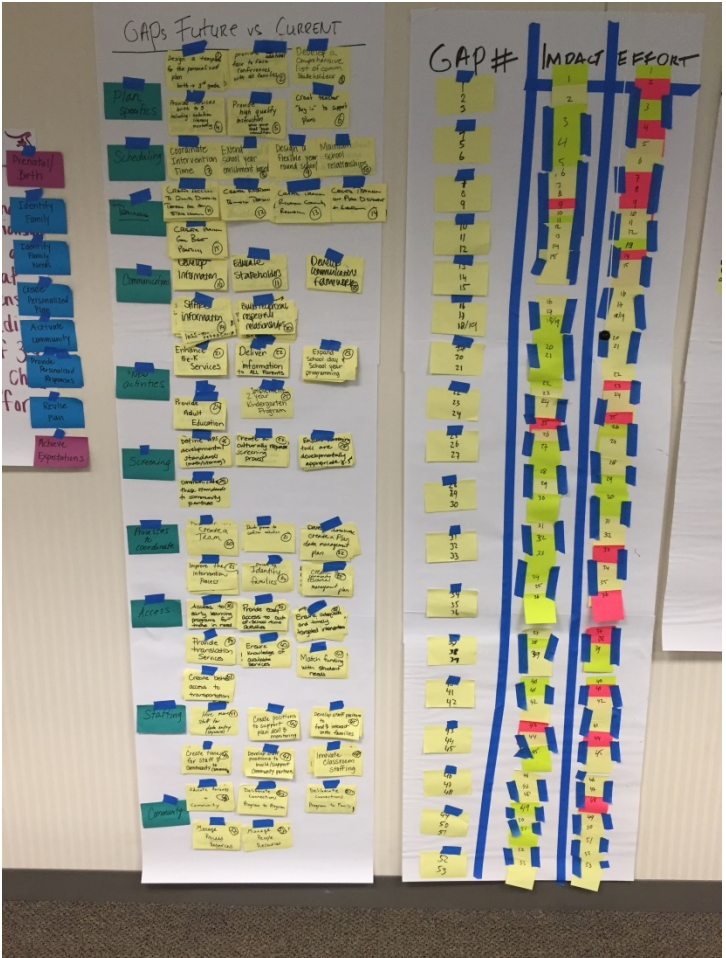
SPS solves any strategic need by building a roadmap to Meaningful Impact through lagging & leading indicators and focus on the vital few projects

## Instructions

Read the synopsis of the organization situational context and build the roadmap to Meaningful Impact by filling in the SPS components in the blank boxes of the SPS diagram on this page.

## Wayzata Strategic Direction #1: Achievement

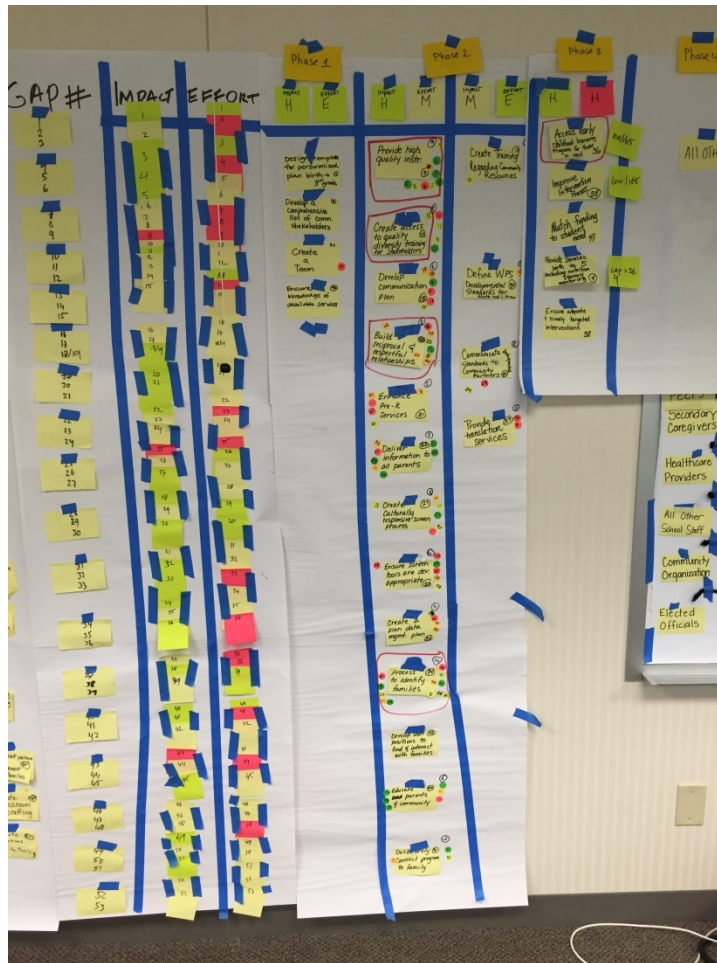
<p><b>Strategic Need</b></p>	<p>Verbal description of what needs to improve</p>	<p>Improve student achievement by Grade 3</p>
<p><b>Lagging Indicators</b></p> <ul style="list-style-type: none"> <li>• Customer/Employee Pain</li> <li>• Competitive/Branding Pain</li> <li>• Financial Pain</li> </ul>	<p>Outcome metric representing current state performance as measured from various point of views. This can be and/or.</p>	<ul style="list-style-type: none"> <li>• MCA Reading &amp; Math – Reading 23.6% not proficient, 12% math not proficient</li> <li>• MAP growth District Assessments</li> </ul>
<p>29 <b>Problem Statement</b></p>	<p>Numerical expression of current pain in the process</p>	<p>Assuming 700 students in Grade 3 there are 165 students not achieving reading proficiency and 84 math students not achieving proficiency</p>
<p><b>Metric of Urgency</b> (Key Leading Process Indicator)</p>	<p><i>The key process (leading) indicator that acts as a predictor of the outcome (lagging) performance</i></p>	<p><b><del>Kindergarten Readiness</del></b> <b># Ineffective Student Plans</b> <b># Possible Student plans</b></p>
<p><b>Vital Few Projects</b></p>	<p>Focused and prioritized projects with the most meaningful impact</p>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<p><b>Improvement Toolbox</b></p>	<p>Tools and methodologies to be used to improve the situation</p>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<p><b>Meaningful Impact</b></p>	<p>Breakthrough change as measured by the relevant lagging indicators</p>	<ul style="list-style-type: none"> <li>• 100 % proficient kids</li> </ul>

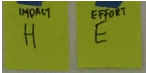
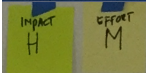
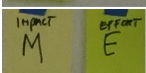
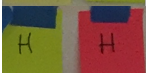


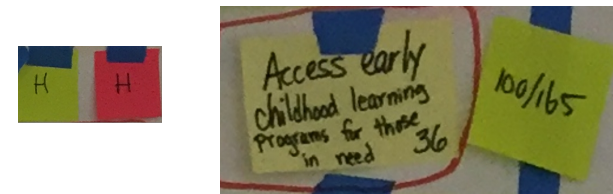
The gaps which must be overcome to change the current state into the future state were identified by each SME and built into consensus gaps, sorted into categories, and prioritized using several voting techniques.

To make the Future State happen the Gaps between it and the Current State and the impact and effort associated with each must be identified

30



-  High Impact/Low effort
-  High Impact/Medium Effort
-  Medium Impact/Low Effort
-  High Impact/High Effort



Organizing the Gaps begins to identify the quick wins and vital few. SME voting was used to further refine the group thinking

# The Vital Few

SPS solves any strategic need by building a roadmap to Meaningful Impact through lagging & leading indicators and focus on the vital few projects

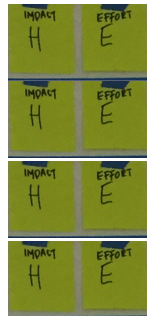
## Instructions

Read the synopsis of the organization situational context and build the roadmap to Meaningful Impact by filling in the SPS components in the blank boxes of the SPS diagram on this page.

## Wayzata Strategic Direction #1: Achievement

<p><b>Strategic Need</b></p>	<p>Verbal description of what needs to improve</p>	<p>Improve student achievement by Grade 3</p>
<p><b>Lagging Indicators</b></p> <ul style="list-style-type: none"> <li>• Customer/Employee Pain</li> <li>• Competitive/Branding Pain</li> <li>• Financial Pain</li> </ul>	<p>Outcome metric representing current state performance as measured from various point of views. This can be and/or.</p>	<ul style="list-style-type: none"> <li>• MCA Reading &amp; Math – Reading 23.6% not proficient, 12% math not proficient</li> <li>• MAP growth District Assessments</li> </ul>
<p>32 <b>Problem Statement</b></p>	<p>Numerical expression of current pain in the process</p>	<p>Assuming 700 students in Grade 3 there are 165 students not achieving reading proficiency and 84 math students not achieving proficiency</p>
<p><b>Metric of Urgency</b> (Key Leading Process Indicator)</p>	<p>The key process (leading) indicator that acts as a predictor of the outcome (lagging) performance</p>	<p># Ineffective Student Plans # Possible Student plans</p>
<p><b>Vital Few Projects</b></p>	<p>Focused and prioritized projects with the most meaningful impact</p>	<ul style="list-style-type: none"> <li>• Those projects voted highest impact and easy effort to do + four projects selected as high impact and medium effort</li> </ul>
<p><b>Improvement Toolbox</b></p>	<p>Tools and methodologies to be used to improve the situation</p>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<p><b>Meaningful Impact</b></p>	<p>Breakthrough change as measured by the relevant lagging indicators</p>	<ul style="list-style-type: none"> <li>• 100 proficient kids</li> </ul>

## High Impact and Easy to Do



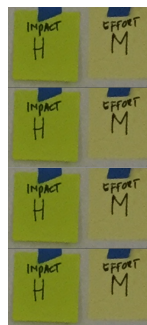
Design a template for the personalized plan – birth-grade 3

Develop a comprehensive list of community stakeholders

Create a team

Ensure knowledge of available services

## High Impact and Medium Difficulty to Do & selected by SME 's as important to get started on



Provide high quality instruction

Access to quality diversity training

Build reciprocal, respectful relationships

Process to identify families

**The Vital Few are those projects the kaizen team identified as “quick wins” and a few select others that build project momentum**



35

**Need content from Chace on how he wants to proceed**

## Whitepaper

## SPS Products

The Metric of Urgency™ You Need to Measure

**S**ystematic **P**roblem **S**olving


*If you need to solve strategic issues, "boiling the ocean" is a common approach that often results in project failure. Big data creates huge opportunity, but adds complexity to every problem. How do you start?*

**The Metric of Urgency™  
You Need to Measure**

*The solution is simple.*

*You need a systematic method to identify priorities, a method that creates a key metric to tell you where to focus and delivers results that matter.*

By Edwin Boon and Michael Gratz



© Copyright Rendement Group, LLC 2015 - Confidential and Proprietary

**S**ystematic **P**roblem **S**olving

**SPS Products**

- Workshops
- In-House Training
- Facilitated Sessions

**Around the Application of Systematic Problem Solving Including:**

- Strategy Needs Assessment
- Customer Journey Mapping
- Strategic Kaizen Events
- 9-Step Problem Solving
- PI Program Design
- Program Management Advising



36

If interested please email: [edwin.boon@rendementgroup.com](mailto:edwin.boon@rendementgroup.com)



# THANK YOU!

Email: [edwin.boon@rendementgroup.com](mailto:edwin.boon@rendementgroup.com)

Mobile: 612-308-9962

Email: [mike.gratz@rendementgroup.com](mailto:mike.gratz@rendementgroup.com)

Mobile: 612-845-6132

Website: [www.rendementgroup.com](http://www.rendementgroup.com)

LinkedIn: Edwin: [www.linkedin.com/in/edwinboon1](https://www.linkedin.com/in/edwinboon1)

Mike: <https://www.linkedin.com/in/michael-gratz-1b11246a>

Twitter: @edwinboon

@rendementgroup

## Follow the Rendement Group on

LinkedIn: <https://www.linkedin.com/company/rendement-group>

Facebook: <https://www.facebook.com/rendementgroup>



***-DRAFT-***

*September 23, 2016*

***Strategic Portfolio for Strategic Direction #1***

***“Achievement”***

***2015-2018***

*(Strategic Road Map Adopted by WPS School Board on June 8, 2015)*

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.



“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity...it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right. Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

-Kofi Annan

**Minnesota Statute: 120B.12**

“A school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade three. A local literacy plan must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district website.”

## A3 Strategic Project Charter: 3<sup>rd</sup> Grade Proficiency

1. **Strategic Need** (What is the strategic imperative that needs to be improved and why?)  
Improve student achievement by 3<sup>rd</sup> grade.
  
2. **Problem Statement** (What is happening today? How do you know? What impact is it having?)  
165 out of 700 (23.6%) of students in third grade are not achieving reading proficiency  
84 out of 700 (12%) of students in third grade are not achieving math proficiency
  
3. **Key Metrics** (How are we going to measure that the current situation is improving?)

	<u>Current</u>	<u>Objective</u>	<u>Key Process Leading Indicator (Metric of Urgency)</u>
MCA Reading	76.4%	100%	# of Effective Plans/#Total Potential Plans
MCA Math	88.0%	100%	

Lagging Indicators	Current	Objective	Key Process Leading Indicator (Metric of Urgency)	Current	Objective
MCA Reading	76.40%	100%	# of Ineffective Plans/ # Total Potential Plans		
MCA Math	88.00%	100%	# of Ineffective Plans/ # Total Potential Plans		
# of Ineffective Plans/# Total Potential Plans					

4. **Business Case** (What are the preliminary financials?)
  1. WHS credit recovery and summer school
  2. Alternative Learning Center (ALC)
  3. Special Education
  4. 4<sup>th</sup>/5<sup>th</sup> grade and middle school Reading 180 intervention
  5. Title I intervention
  6. Other specialized service areas while preserving maximum revenue potential
  7. Passing referendums
  8. Retraining and attracting students
  
5. **Current Situation:** (Map the current state, including Moment of Truths, Pain Points)





**6. Pain Point Summary Analysis**

1. Limited understanding of race and culture
2. Limited time or access
3. Limited resources and experience
4. Unmet academic and basic needs
5. Lack of support for parents
6. Unsafe living conditions
7. Breakdown of communication between families and community resources
8. Limited exposure to academic and enrichment opportunities
9. Lack of funding

**7. Future Situation Future State Map and Gap Evaluation: Value Add Proposition**

The 3<sup>rd</sup> grade proficiency process will produce a personalized timely response system through relationships, a community approach, and a continuum of services that overcomes barriers and ensures 100% proficiency in reading and math by the end of 3<sup>rd</sup> grade so each and every child has a solid foundation for future success.

**Counter Measures** (Approaches to overcome the Gaps)

1. Design a personalized plan for every student
2. Develop communication plan for all stakeholders
3. Strategic use of human resources
4. Remove scheduling as a barrier
5. Develop training around diversity and trends
6. Access for all families
7. Create alternative activities to address student needs
8. Aligning community resources
9. Create process to identify families
10. Refine screening process to be more culturally diverse/relevant

**8. Milestone Plan (What will it take to put the future process into play? List major tasks.**

Timeline--Weeks/Months	Phase 1	Phase 2	Phase 3	Phase 4	Owner
Develop the systems to monitor process	Gap # 1, 3, 5		Gap # 4	All other Gaps	TBD
Explore and examine scheduling possibilities				All other Gaps	TBD
Provide ongoing, relevant training	Gap # 11	Gap # 13		All other Gaps	TBD
Clearly communicate with all stakeholders	Gap # 20	Gap # 18		All other Gaps	TBD
Develop creative ways to support student success		Gap # 21, 22		All other Gaps	TBD
Involve broader community		Gap # 49		All other Gaps	TBD
Create new positions to implement process		Gap # 45		All other Gaps	TBD
Increase student access to all programs and services	Gap # 40	Gap # 39	Gap # 36, 38, 41	All other Gaps	TBD
Streamline processes	Gap # 30, 34	Gap # 32	Gap # 33	All other Gaps	TBD
Improve screening tools		Gap # 26, 27, 28, 29		All other Gaps	TBD
Pilot TBD					



**9. Meaningful Impact** How will we know the project was successful?

Measures/Metric of Urgency	Status G/Y/R	Current Period				YTD			
		Actual	Goal	VGoal	Last Year	Actual	Goal	VGoal	Last Year
MCA Reading		76%	100%						
# of Ineffective Plans/# Total Potential Plans			TBD						
MCA Math		88%	100%						
# of Ineffective Plans/# Total Potential Plans			TBD						

**Implementation Plan: What are the tasks, milestones, owners, teams, start date, deadlines and status to implement the project?**

**PHASE I TASKS**

- |   |          |
|---|----------|
| 1. Design a template for personalized plan (High Impact/Easy Effort)                                      | Phase 1  |
| 2. Develop a comprehensive list of community stakeholders (High Impact/Easy Effort)                       | Phase 1  |
| 3. Create a team (High Impact/Easy Effort)  | Phase 1  |
| 4. Ensure knowledge of available services (High Impact/Easy Effort)                                       | Phase 1  |
| 5. Provide high quality instruction - whole group, small group, collaboration (High Impact/Medium Effort) | Phase 1* |
| 6. Create access to quality diversity training for all stakeholders (High Impact/Medium Effort)           | Phase 1* |
| 7. Build reciprocal, respectful relationships (High Impact/Medium Effort)                                 | Phase 1* |
| 8. Process to identify families (High Impact/Medium Effort)   | Phase 1* |

**PHASE 2 TASKS**

- |   |          |
|---|----------|
| 1. Create teacher buy-in to support plans (Medium Impact/Medium Effort)                   | Phase 2  |
| 2. Develop communications framework (High Impact/Medium Effort)                           | Phase 2  |
| 3. Enhance Pre-K Services (High Impact/Medium Effort)                                     | Phase 2  |
| 4. Deliver information to all parents (High Impact/Medium Effort)                         | Phase 2  |
| 5. Define WPS developmental standards math/literacy (Medium Impact/Easy Effort)           | Phase 2  |
| 6. Create a culturally responsive screening process (High Impact/Medium Effort)           | Phase 2  |
| 7. Ensure screening tools are developmentally appropriate (High Impact/Medium Effort)     | Phase 2  |
| 8. Communicate those standard to community partners (Medium Impact/Easy Effort)           | Phase 2  |
| 9. Create a data management plan (High Impact/Medium Effort)                              | Phase 2  |
| 10. Provide translation services (Medium Impact/Easy Effort)                              | Phase 2  |
| 11. Create staff positions to find and interact with families (High Impact/Medium Effort) | Phase 2  |
| 12. Educate parents and community (High Impact/Medium Effort)                             | Phase 2  |
| 13. Deliberate connections program to family (High Impact/Medium Effort)                  | Phase 2  |
| 14. Access to early learning programs for those in need (High Impact/Hard Effort)         | Phase 2* |

**PHASE 3 and PHASE 4 TASKS** (Timeline TBD)

- |  |           |
|--|-----------|
| 1. Provide additional face-to-face conferences for parents (Medium Impact/Hard Effort)               | Phase TBD |
| 2. Provide services birth to 5 including nutrition, literacy and mentoring (High Impact/Hard Effort) | Phase TBD |
| 3. Create teacher buy-in to support plans (Medium Impact/Medium Effort)                              | Phase TBD |
| 4. Coordinate intervention time (Medium Impact/Medium Effort)  | Phase TBD |
| 5. Extend school year enrichment based (Medium Impact/Hard Effort)                                   | Phase TBD |
| 6. Design a flexible year-round school (Low Impact/Hard Effort)                                      | Phase TBD |
| 7. Maintain school relationships (Medium Impact/Medium Effort)                                       | Phase TBD |
| 8. Create "xxx" business training (Medium Impact/Easy Effort)  | Phase TBD |
| 9. Create training on community resources (Medium Impact/Hard Effort)                                | Phase TBD |
| 10. Create training on plan development and execution (Medium Impact/Medium Effort)                  | Phase TBD |
| 11. Develop information (Medium Impact/Medium Effort)  | Phase TBD |
| 12. Educate stakeholders (Medium Impact/Medium Effort)   | Phase TBD |
| 13. Share information (High Impact/Medium Effort)  | Phase TBD |

- |   |           |
|---|-----------|
| 14. Expand school day and school year programming (Medium Impact/Hard Effort)                 | Phase TBD |
| 15. Provide adult education (Medium Impact/Medium Effort)                                     | Phase TBD |
| 16. Implement two year kindergarten program (Low Impact/Hard Effort)                          | Phase TBD |
| 17. Develop a process to confirm activation (Medium Impact/Medium Effort)                     | Phase TBD |
| 18. Improve the intervention process (High Impact/Hard Effort)                                | Phase TBD |
| 19. Create a community resource management plan (Medium Impact/Medium Effort)                 | Phase TBD |
| 20. Provide easy access to out-of-school time activities (Medium Impact/Hard Effort)          | Phase TBD |
| 21. Ensure adequate and timely interventions (High Impact/Hard Effort)                        | Phase TBD |
| 22. Match funding with student needs (High Impact/Hard Effort)                                | Phase TBD |
| 23. Create better access to transportation (Medium Impact/Medium Effort)                      | Phase TBD |
| 24. Hire more staff for data entry (Skyward) (Low Impact/Medium Effort)                       | Phase TBD |
| 25. Create positions to support plan development and monitoring (Medium Impact/Hard Effort)   | Phase TBD |
| 26. Create time for staff and community to communicate (Medium Impact/Medium Effort)          | Phase TBD |
| 27. Develop staff positions to build/support community partners (Medium Impact/Medium Effort) | Phase TBD |
| 28. Innovate classroom staffing (Medium Impact/Hard Effort)                                   | Phase TBD |
| 29. Deliberate connections program to program (Medium Impact/Medium Effort)                   | Phase TBD |
| 30. Manage process resources (Medium Impact/Medium Effort)                                    | Phase TBD |
| 31. Manage people resources (Medium Impact/Medium Effort)                                     | Phase TBD |





**Task Categories and Specific Tasks**

**Plan Specifics**

- |   |           |
|---|-----------|
| 1. Design a template for personalized plan (High Impact/Easy Effort)                                      | Phase 1   |
| 2. Provide additional face-to-face conferences for parents (Medium Impact/Hard Effort)                    | Phase TBD |
| 3. Develop a comprehensive list of community stakeholders (High Impact/Easy Effort)                       | Phase 1   |
| 4. Provide services birth to 5 including nutrition, literacy and mentoring (High Impact/Hard Effort)      | Phase TBD |
| 5. Provide high quality instruction - whole group, small group, collaboration (High Impact/Medium Effort) | Phase 1*  |
| 6. Create teacher buy-in to support plans (Medium Impact/Medium Effort)                                   | Phase TBD |

**Scheduling**

- |  |           |
|--|-----------|
| 7. Coordinate intervention time (Medium Impact/Medium Effort)      | Phase TBD |
| 8. Extend school year enrichment based (Medium Impact/Hard Effort) | Phase TBD |
| 9. Design a flexible year-round school (Low Impact/Hard Effort)    | Phase TBD |
| 10. Maintain school relationships (Medium Impact/Medium Effort)    | Phase TBD |

**Training**

- |  |           |
|--|-----------|
| 11. Create access to quality diversity training for all stakeholders (High Impact/Medium Effort) | Phase 1*  |
| 12. Create teacher buy-in to support plans (Medium Impact/Medium Effort)                         | Phase 2   |
| 13. Create "xxx" business training (Medium Impact/Easy Effort)                                   | Phase TBD |
| 14. Create training on community resources (Medium Impact/Hard Effort)                           | Phase TBD |
| 15. Create training on plan development and execution (Medium Impact/Medium Effort)              | Phase TBD |

**Communications**

- |  |           |
|--|-----------|
| 16. Develop information (Medium Impact/Medium Effort)                      | Phase TBD |
| 17. Educate stakeholders (Medium Impact/Medium Effort)                     | Phase TBD |
| 18. Develop communications framework (High Impact/Medium Effort)           | Phase 2   |
| 19. Share information (High Impact/Medium Effort)                          | Phase TBD |
| 20. Build reciprocal, respectful relationships (High Impact/Medium Effort) | Phase 1*  |

**New Activities**

- |   |           |
|---|-----------|
| 21. Enhance Pre-K Services (High Impact/Medium Effort)                        | Phase 2   |
| 22. Deliver information to all parents (High Impact/Medium Effort)            | Phase 2   |
| 23. Expand school day and school year programming (Medium Impact/Hard Effort) | Phase TBD |
| 24. Provide adult education (Medium Impact/Medium Effort)                     | Phase TBD |
| 25. Implement two year kindergarten program (Low Impact/Hard Effort)          | Phase TBD |

**Screening**

- |  |         |
|--|---------|
| 26. Define WPS developmental standards math/literacy (Medium Impact/Easy Effort)       | Phase 2 |
| 27. Create a culturally responsive screening process (High Impact/Medium Effort)       | Phase 2 |
| 28. Ensure screening tools are developmentally appropriate (High Impact/Medium Effort) | Phase 2 |
| 29. Communicate those standard to community partners (Medium Impact/Easy Effort)       | Phase 2 |

**Processes to Coordinate**

- |   |           |
|---|-----------|
| 30. Create a team (High Impact/Easy Effort)                                   | Phase 1   |
| 31. Develop a process to confirm activation (Medium Impact/Medium Effort)     | Phase TBD |
| 32. Create a data management plan (High Impact/Medium Effort)                 | Phase 2   |
| 33. Improve the intervention process (High Impact/Hard Effort)                | Phase TBD |
| 34. Process to identify families (High Impact/Medium Effort)                  | Phase 1*  |
| 35. Create a community resource management plan (Medium Impact/Medium Effort) | Phase TBD |



**Access**

- |  |           |
|--|-----------|
| 36. Access to early learning programs for those in need (High Impact/Hard Effort)    | Phase 2*  |
| 37. Provide easy access to out-of-school time activities (Medium Impact/Hard Effort) | Phase TBD |
| 38. Ensure adequate and timely interventions (High Impact/Hard Effort)               | Phase TBD |
| 39. Provide translation services (Medium Impact/Easy Effort)                         | Phase 2   |
| 40. Ensure knowledge of available services (High Impact/Easy Effort)                 | Phase 1   |
| 41. Match funding with student needs (High Impact/Hard Effort)                       | Phase TBD |
| 42. Create better access to transportation (Medium Impact/Medium Effort)             | Phase TBD |

**Staffing**

- |   |           |
|---|-----------|
| 43. Hire more staff for data entry (Skyward) (Low Impact/Medium Effort)                       | Phase TBD |
| 44. Create positions to support plan development and monitoring (Medium Impact/Hard Effort)   | Phase TBD |
| 45. Create staff positions to find and interact with families (High Impact/Medium Effort)     | Phase 2   |
| 46. Create time for staff and community to communicate (Medium Impact/Medium Effort)          | Phase TBD |
| 47. Develop staff positions to build/support community partners (Medium Impact/Medium Effort) | Phase TBD |
| 48. Innovate classroom staffing (Medium Impact/Hard Effort)                                   | Phase TBD |

**Community**

- |   |           |
|---|-----------|
| 49. Educate parents and community (High Impact/Medium Effort)               | Phase 2   |
| 50. Deliberate connections program to program (Medium Impact/Medium Effort) | Phase TBD |
| 51. Deliberate connections program to family (High Impact/Medium Effort)    | Phase 2   |
| 52. Manage process resources (Medium Impact/Medium Effort)                  | Phase TBD |
| 53. Manage people resources (Medium Impact/Medium Effort)                   | Phase TBD |



## ***Strategic Direction #1: Achievement***

***Project Package 1-1: 3<sup>rd</sup> Grade Proficiency***

***Project Package Owner: TBD***

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

### ***Projects, Activities, and Lead Indicator Metrics***

***Project 1-1-1 Design a template for personalized learning plan.***

***Project Manager: TBD***

***Consulting Associate(s): TBD***

***Project Team Members: TBD***

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<p><b><i>Organizational Learning:</i></b></p> <p><b><i>Communications and Community/Family Engagement:</i></b></p> <p><b><i>Financial Resources:</i></b></p> <p><b><i>Technology Resources:</i></b></p>

<b>1-1-1 Lead Indicator Metric: Design a template for personalized learning plan</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

### *Projects, Activities, and Lead Indicator Metrics*

***Project 1-1-2*** *Develop a comprehensive list of community stakeholders.*

***Project Manager:*** *TBD*

***Consulting Associate(s):*** *TBD*

***Project Team Members:*** *TBD*

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<p><b><i>Organizational Learning:</i></b></p> <p><b><i>Communications and Community/Family Engagement:</i></b></p> <p><b><i>Financial Resources:</i></b></p> <p><b><i>Technology Resources:</i></b></p>

<b>1-1-2 Lead Indicator Metric: Develop a comprehensive list of community stakeholders.</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

***Project Package 1-1: 3<sup>rd</sup> Grade Proficiency***

***Project Package Owner: TBD***

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

***Projects, Activities, and Lead Indicator Metrics***

***Project 1-1-3 Create a team.***  
***Project Manager: TBD***  
***Consulting Associate(s): TBD***  
***Project Team Members: TBD***

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<b><i>Organizational Learning:</i></b>  <b><i>Communications and Community/Family Engagement:</i></b>  <b><i>Financial Resources:</i></b>  <b><i>Technology Resources:</i></b>

<b>1-1-3 Lead Indicator Metric: Create a team.</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

### *Projects, Activities, and Lead Indicator Metrics*

***Project 1-1-4*** *Ensure knowledge of available resources.*

***Project Manager:*** *TBD*

***Consulting Associate(s):*** *TBD*

***Project Team Members:*** *TBD*

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<p><b><i>Organizational Learning:</i></b></p> <p><b><i>Communications and Community/Family Engagement:</i></b></p> <p><b><i>Financial Resources:</i></b></p> <p><b><i>Technology Resources:</i></b></p>

<b>1-1-4 Lead Indicator Metric: Ensure knowledge of available resources.</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

### *Projects, Activities, and Lead Indicator Metrics*

***Project 1-1-5 Provide high quality instruction.***

***Project Manager: TBD***

***Consulting Associate(s): TBD***

***Project Team Members: TBD***

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<p><b><i>Organizational Learning:</i></b></p> <p><b><i>Communications and Community/Family Engagement:</i></b></p> <p><b><i>Financial Resources:</i></b></p> <p><b><i>Technology Resources:</i></b></p>

<b>1-1-5 Lead Indicator Metric: Provide high quality instruction.</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

### *Projects, Activities, and Lead Indicator Metrics*

***Project 1-1-6*** Create access to quality diversity training for all stakeholders.

***Project Manager:*** TBD

***Consulting Associate(s):*** TBD

***Project Team Members:*** TBD

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<p><b><i>Organizational Learning:</i></b></p> <p><b><i>Communications and Community/Family Engagement:</i></b></p> <p><b><i>Financial Resources:</i></b></p> <p><b><i>Technology Resources:</i></b></p>

<b>1-1-6 Lead Indicator Metric: Create access to quality diversity training for all stakeholders.</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

### *Projects, Activities, and Lead Indicator Metrics*

*Project 1-1-7 Build reciprocal, respectful relationships*

*Project Manager: TBD*

*Consulting Associate(s): TBD*

*Project Team Members: TBD*

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<p><i>Organizational Learning:</i></p> <p><i>Communications and Community/Family Engagement:</i></p> <p><i>Financial Resources:</i></p> <p><i>Technology Resources:</i></p>

<b>1-1-7 Lead Indicator Metric: Build reciprocal, respectful relationships.</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

***Project Package 1-1: 3<sup>rd</sup> Grade Proficiency***

***Project Package Owner: TBD***

***Achievement:*** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

### ***Projects, Activities, and Lead Indicator Metrics***

***Project 1-1-8 Process to identify families.***

***Project Manager: TBD***

***Consulting Associate(s): TBD***

***Project Team Members: TBD***

<b><i>Activity Description:</i></b>	
<b><i>Resources Needed to Implement:</i></b>	<p><b><i>Organizational Learning:</i></b></p> <p><b><i>Communications and Community/Family Engagement:</i></b></p> <p><b><i>Financial Resources:</i></b></p> <p><b><i>Technology Resources:</i></b></p>

<b>1-1-8 Lead Indicator Metric: Process to identify families.</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
TBD	TBD	TBD	TBD	TBD



## ***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

### **3<sup>rd</sup> Grade Proficiency Lag Indicator Metrics**

<b>Lag Indicator Metric 1-1: Work Sampling Assessment/Early Childhood Education</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Less than 64% of all students assessed are rated proficient	65% - 74% of all students assessed are rated proficient	75% - 84% of all students assessed are rated proficient	85% - 94% of all students assessed are rated proficient	95% + of all students assessed are rated proficient

<b>Lag Indicator Metric 1-2: ISEL (Pre-K) Spring Passage Reading</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Less than 70% of all students assessed are at or about Level 3	70% - 74% of all students assessed are at or about Level 3	75% - 79% of all students assessed are at or about Level 3	80% - 89% of all students assessed are at or about Level 3	90% + of all students assessed are at or about Level 3



## ***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

### ***3<sup>rd</sup> Grade Proficiency Lag Indicator Metrics***

<b>Lag Indicator Metric 1-3: Writing Sample: “End of Year Narrative”</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Less than 70% of all students assessed are at or about Level 3	70% - 74% of all students assessed are at or about Level 3	75% - 79% of all students assessed are at or about Level 3	80% - 89% of all students assessed are at or about Level 3	90% + of all students assessed are at or about Level 3

<b>Lag Indicator Metric 1-4: Math Benchmark Tests</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Less than 65% of all students assessed are above the 85% proficiency level	65% - 69% of all students assessed are above the 85% proficiency level	70% - 74% of all students assessed are above the 85% proficiency level	75% - 84% of all students assessed are above the 85% proficiency level	85% + of all students assessed are above the 85% proficiency level



***Strategic Direction #1: Achievement***

*Project Package 1-1: 3<sup>rd</sup> Grade Proficiency*

*Project Package Owner: TBD*

**3<sup>rd</sup> Grade Proficiency Lag Indicator Metrics**

<b>Lag Indicator Metric 1-5: TBD</b>				
Level 01	Level 02	Level 03	Level 04	Level 05
<b>Intervention Required</b>	<b>High Concern</b>	<b>Baseline</b>	<b>Progressing</b>	<b>Vision</b>
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Less than 65% of all students assessed are above the 85% proficiency level	65% - 69% of all students assessed are above the 85% proficiency level	70% - 74% of all students assessed are above the 85% proficiency level	75% - 84% of all students assessed are above the 85% proficiency level	85% + of all students assessed are above the 85% proficiency level

**2016 MEMORANDUM OF AGREEMENT  
INTERMEDIATE SCHOOL DISTRICT NO. 287**

This Memorandum of Agreement (“MOA”) is between and among the undersigned Independent School Districts (“members” or “member districts”) and Intermediate District 287 (“Intermediate”), and supersedes and renders void all previous Memoranda of Agreement between the parties. This MOA is effective July 1, 2017, or when it has been signed by all current members of the Intermediate, whichever is later.

**WHEREAS**, the members are organized for the purpose of providing public education, and

**WHEREAS**, each of the members is interested in cooperating with other members in the delivery of educational services; and

**WHEREAS**, the members have jointly and cooperatively organized a school district referred to as Intermediate District 287 pursuant to the broad authority contained in Minnesota Statutes § 136D.21 et seq. and other applicable statutes; and

**WHEREAS**, the members have jointly and cooperatively organized a school board referred to as the Intermediate District 287 School Board (“287 Board”) pursuant to the broad authority contained in Minnesota Statutes § 471.59 and other applicable statutes; and

**WHEREAS**, as a result of the withdrawal of one of the original member districts in 2011, the members have recognized the need for the creation and addition to the Memorandum of Agreement of a withdrawal process for the current members, as well as any districts that become members in the future; and

**WHEREAS**, the member districts wish to renew their commitment to cooperate in the context of current law and practice and to continue to receive services through the Intermediate:

**NOW, THEREFORE**, each of the parties to the MOA certifies to and agrees with the other parties as follows:

1. Purpose of Agreement. To continue to jointly and cooperatively deliver educational services through the Intermediate for the benefit of the member districts and students.
2. Authority of Members. Each member has been duly authorized by its school board to execute the MOA and has complied with Minnesota Statutes § 136D.25.
3. Member Representatives. Each member district has one representative on the 287 Board. These representatives are members of the 287 Board, along with the Intermediate Superintendent (who is an *ex officio* member). Each member representative has one vote; the Intermediate Superintendent is a non-voting member.

- A. On or before November 30 of each year in which its representative's term expires, a member district school board must appoint a representative to serve for a two-year term. The member district may re-appoint its current representative or appoint a new one. Each member representative must be a voter in the member district by which he or she is appointed.
  - B. Representatives' terms begin on January 1 and end on December 31 of the following year. If a representative is unable to complete his or her full term, the member district school board shall appoint a different representative to the 287 Board for the duration of the original representative's term.
4. Board Powers. The 287 Board has the following rights, powers, and privileges, in accordance with applicable laws and regulations:
- A. At its annual organizational meeting in January: To elect a chair, a vice-chair, a clerk, and a treasurer who shall serve until the next organizational meeting of the 287 Board;
  - B. To adopt bylaws;
  - C. To exercise all of the rights, powers and privileges conferred by statute on the individual member districts and the Intermediate;
  - D. To function as an entity separate and apart from any of the members, and to take collective action on behalf of the members in furtherance of their joint interests and intentions;
  - E. To support the Intermediate's mission to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students; and
  - F. Any and all of the powers, duties and functions described above may be performed by any committee pursuant to the bylaws or 287 Board resolution.
5. Tuition. Tuition and fees will be charged for services received from the Intermediate in accordance with applicable statutes and regulations.
6. Withdrawal by any Member. Any member may withdraw from the Intermediate by providing written notice of its intent to withdraw to the Clerk of the 287 Board on or before February 1 of any year. The notice of

intent to withdraw must be accompanied by a certified copy of a resolution of the member district school board authorizing and directing the withdrawal from the Intermediate. The withdrawal is effective, and the withdrawing member's representative is no longer a 287 Board member, on June 30 of the following fiscal year. Withdrawal of a member district from the Intermediate will not affect that member's responsibility for its proportionate share of the Intermediate's liabilities in accordance with Section 8 or 9 below. The Intermediate's fiscal year is July 1 - June 30.

7. Priority for Student Placement. Effective on February 2 following a member district's notice of intent to withdraw, priority for student placement in programs will be given to continuing members and referrals from the withdrawing member will only be considered for programs that are open to non-member districts.
  
8. Financial Implications of Withdrawal – Existing Members. This Section applies to those independent school districts that signed the MOA and were existing members of the Intermediate as of the MOA's effective date. Any such member that withdraws from the Intermediate will be allocated its proportionate share of the Intermediate's assets and assigned its proportionate share of the Intermediate's liabilities as of the effective date of withdrawal. The Intermediate's long-term assets and liabilities will be determined through independent appraisals performed by qualified actuaries and appraisers, and as described below, using valuations as of the effective date of withdrawal.
  - A. The actuarial firm that issued the Intermediate's most recent two-year actuarial report shall determine the actuarial values of the Intermediate's long-term Other Post-Employment Benefits (OPEB) and severance liabilities as of the effective date of withdrawal. If an actuarial report must be prepared for the purpose of determining actuarial values as of a member's effective date of withdrawal (because the effective date falls in the middle of the two-year report cycle), the Intermediate and the withdrawing member will each pay half of the cost of the report.
  
  - B. At least every ten years, the Intermediate will appraise all properties in which the Intermediate has an ownership interest. The appraiser who issued the Intermediate's most recent appraisal report(s), if still able and willing to conduct appraisals, shall determine the appraised values of those properties which the Intermediate owns in fee simple as of the effective date of withdrawal. If that appraiser is unable or unwilling to conduct the

appraisals, then the appraised values as of the effective date of withdrawal shall be determined by the appraiser or alternate appointed by the 287 Board at its most recent annual organizational meeting. The alternate shall only conduct the appraisals if the appointed appraiser is unable or unwilling to. If an appraisal report must be prepared for the purpose of determining appraised values as of a member's effective date of withdrawal (because the effective date is not in a year in which the Intermediate is scheduled to have its properties appraised), the Intermediate and the withdrawing member will each pay half of the cost of the report(s).

1. The fair market value of the fee simple interest in real estate as determined by the appraisals will be used to value only those buildings and land which the Intermediate owns in fee simple as of the effective date of a member's withdrawal. Any real estate that the Intermediate does not own in fee simple as of the effective date of withdrawal will not be appraised and will not be included in the valuation of the Intermediate's net assets and liabilities.
2. The net asset or liability value of real estate equals the fair market value of the Intermediate's fee simple interest as of the effective date of withdrawal. The Actuarial Accrued Liability (AAL) figure from the actuarial report will be used to value OPEB and severance liabilities. Also included in the Intermediate's long-term liabilities will be:
  - a. The "Due within one year" amount shown on the Intermediate's audited financial statements; and
  - b. The total of the first year's interest amount(s) listed in the Minimum Debt Payments Table as shown in the Long-Term Liabilities Footnote of the Intermediate's audited financial statements.
3. Any amounts due to the Intermediate from the withdrawing member or to the withdrawing member from the Intermediate as of the effective date of withdrawal will be excluded from the valuation of the Intermediate's net assets and liabilities. The withdrawing district remains liable for all invoices outstanding at the time of withdrawal.

- C. Any other long-term liabilities which were not known at the time of the effective date of the MOA but exist on the effective date of a member district's withdrawal from the Intermediate, shall be factored into the withdrawing member's proportionate share. The intent of this provision is to ensure that the withdrawing member pays its proportionate share of all long-term liabilities of the Intermediate which would, if not allocated to the withdrawing member, require that the continuing members pay the withdrawing member's proportionate share as well as their own.
  - D. The values of long-term assets and long-term liabilities as described above, and the audited figures for short-term assets, less restricted assets, and short-term liabilities, will be used to determine the value of the Intermediate District's assets and liabilities as of the effective date of withdrawal.
  - E. A withdrawing member's proportionate share of the assets and liabilities will be determined based upon the withdrawing member's participation in the Intermediate. Participation refers to a member district's share of tuition paid to the Intermediate from all sources. A withdrawing member's participation will be based upon the member's tuition paid during the ten years immediately preceding the effective date of withdrawal. If the withdrawing member district has been a member for more than five (5) years, but less than ten (10) years, the member's participation will be based upon the member's tuition paid during the number of years the district has been a member.
  - F. Payment from the withdrawing member to the Intermediate or from the Intermediate to the withdrawing member pursuant to this section will be made as soon as possible following the effective date of withdrawal. Unless otherwise mutually agreed upon, all payments will be made within ten years of the effective date of withdrawal. An interest rate equal to the prime lending rate (in effect at the time the interest begins to accrue) plus two percent (2%) applies to any balance outstanding after one (1) year.
9. Financial Implications of Withdrawal – Future Members. This Section applies to those independent school districts that become members of the Intermediate on or after the effective date of the MOA and do not meet the requirements in B. below. A district that joins the Intermediate on or after the MOA's effective date and subsequently withdraws from the Intermediate shall pay the Intermediate the sum of fifty dollars (\$50)

multiplied by the total number of adjusted pupil units in the withdrawing member district on the effective date of withdrawal.

- A. Payment from the withdrawing member to the Intermediate will be immediately due and owing on the effective date of withdrawal. An interest rate equal to the prime lending rate (on the effective date of withdrawal) plus two percent (2%) will be applied to any outstanding balance.
- B. The withdrawal fee described in this section does not apply to a school district that joins the Intermediate on or after the effective date of the MOA and has been a member of the Intermediate for six (6) years or longer. If such a member withdraws after at least six (6) years of membership, the financial implications of withdrawal will be calculated according to Section 9 above, using up to ten (10) years of participation.

- 10. Payments to the Intermediate. Any payments made by a withdrawing member under Sections 8 and 9 will be used by the Intermediate to offset continuing members' costs.
- 11. Additional Members. Any independent school district that did not sign the MOA prior to its effective date may be considered for membership in the Intermediate in accordance with the terms of the MOA and applicable laws and regulations.
- 12. Title. The Intermediate shall take title in its name to all property acquired by it.
- 13. Amendments to the MOA. The MOA may be amended by a resolution approved by the 287 Board and all of the school boards of the districts that are members of the Intermediate at the time of the amendments' proposed effective date. Amendments may be proposed by a member or members of the 287 Board. A copy of the proposed amendments and their proposed effective date must be sent by U.S. mail to each 287 Board member at the member's home address at least sixty (60) days before the proposed effective date of the amendments. If the proposed amendments are not acceptable to any member of the 287 Board, the member's suggested changes and/or objections must be sent in writing to the Clerk of the 287 Board at least thirty (30) days in advance of the proposed effective date of the amendment. The proposed amendments will not become effective unless and until a resolution approving the amendments has been passed by all member district school boards and the 287 Board.

14. Dissolution of Intermediate. The Intermediate shall continue in existence until two-thirds ( $\frac{2}{3}$ ) of its members agree upon dissolution at an annual organizational meeting or special meeting called for the purpose of considering dissolution. Upon dissolution of the Intermediate, any assets remaining after payment or reservation for debts and liabilities shall be divided among all member districts as agreed to by a majority of the 287 Board members at the time of dissolution.
  
15. Severability Clause. If any provision, or application of the provision, of the MOA is held invalid, illegal, unenforceable or in conflict with state or federal law, the validity, legality and enforceability of the remaining provisions, and the application of the provision in circumstances other than those as to which it is held invalid, shall not be affected or impaired and the remaining provisions will continue to have full force and effect.
  
16. Governing Law. The MOA will be construed and enforced in accordance with Minnesota law.
  
17. Counterparts. The MOA may be executed in any number of counterparts, each of which is deemed an original, and all of which constitute one in the same MOA.
  
18. Effective Date. The MOA will be effective on July 1, 2017, or once it has been signed by all current member district school boards and the 287 Board, whichever is later.

**IN WITNESS WHEREOF**, the parties have signed the MOA on the dates indicated next to their respective signatures below:

Dated: \_\_\_\_\_

**INTERMEDIATE SCHOOL DISTRICT 287**

By \_\_\_\_\_  
Board Chair

And \_\_\_\_\_  
Board Clerk